



# EXPERIMENTAL STUDY OF READINESS OF THE FUTURE TEACHER TO CREATE THE HEALTH PRESERVATION ENVIRONMENT AT PRIMARY SCHOOL

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**Abstract.** The results of ascertaining experiment that determines the level of readiness of the future teachers to create the health preservation environment at primary school are given in the article. The components and indices of the levels of readiness are determined. Methods and techniques that were used during the experimental study are substantiated. The results of study the readiness levels of the future teacher of each of the four components are highlighted. System of means aimed at improving the training of future teachers to create the health preservation environment at primary school is presented.

**Keywords:** health preservation environment, readiness of the future teacher, motivational component, cognitive component, activity-health preservation component, reflective component, levels of readiness.

## Introduction

In modern conditions education needs a competitive person, able to think independently and critically, to respond quickly to changing living conditions, effectively carry out his/her professional activities and, if necessary, convert it, aiming to achieve the most urgent goals. To meet these requirements, people must constantly improve themselves and their activities, including professional one. Many researchers come to the conclusion that learning process should be almost continuous throughout the whole life. That's why the task of the teachers of higher education establishments is not easy, that is to prepare students for pedagogical activity which is not only obtaining of interdisciplinary knowledge, but the ability to create health preservation environment. Its tasks are to form health behaviour values and to maintain and strengthen the health of children at school and beyond. That's why in order to prepare future primary school teachers to solving these problems, we, first of all, have to examine their level of readiness to create a health preservation environment at primary school.

## Method

In order to determine the level of readiness of the future teacher to create health preservation environment at primary school, we conducted ascertaining experiment, which purpose was to determine the components and to study the indices of the readiness levels. The checking was carried out using the empirical methods and author's methods.

On the basis of pedagogical and psychological literature analyses, we singled out the motivational, cognitive, activity-health preservation and reflective components. The indices of each of them are given below:

Motivational component:

- Interest to health preservation activity that determines the need of personality to form professionally required qualities and skills for the implementation of creation the high-quality health preservation environment at primary school;
- Desire to possess new health preservation technologies;
- own motivation to keep a healthy lifestyle and its formation by primary school children;
- The desire to succeed in obtaining the theoretical and methodological knowledge necessary for self-realization in the process of creation the health preservation environment;
- Confidence in one's own psychological and pedagogical readiness to project the creation of health preservation environment.

## Cognitive component:

- Knowledge of the psychological and physiological characteristics of children aged 6 to 9 years;
- Knowledge of the concept of «health preservation environment» and ways of its creation at primary school;
- Knowledge of obtaining the systematic practical skills which ensure the preservation and strengthening of pupils' health;
- Knowledge of the formation of motivational and value-conscious treatment to health preservation environment of pupils;
- Knowledge of the healthcare systems for primary school pupils;
- Knowledge of methods of organization the health preservation activity;
- Knowledge of methods and techniques of creation the health preservation environment at primary school;
- Knowledge of health preservation technologies and their use at primary school.

## Activity-health preservation component:

- The ability to set specific goals and objectives at different stages of creation the health preservation environment at primary school;
- The ability to choose the means and methods for health preservation activities;
- Ability to use in the educational process both the traditional and non traditional forms, methods of teaching and rehabilitation, aimed at preservation and strengthening of pupils' health;
- Skills to take care of one's own health and the health of younger schoolchildren;
- The ability to monitor the health by physical, mental, moral and spiritual development of pupils;
- Ability to use health preservation technologies in educational process.

## Reflective component:

- The ability of self-development in the process of creation the health preservation environment at primary school;
- The ability to estimate and take into account the results of monitoring of one's own health and the health of schoolchildren;
- The ability to carry out constant teaching reflection of actions;
- The ability to conduct self-examination and to give self-esteem for health preservation activities.

At the stage of ascertaining experiment in order to study the components, the following methods and techniques were used:

- Motivational component: pedagogical observation, conversation, modified rating scale of motivation to health preservation environment according to A. Karelin, the technique «Motivation of professional activity» by K. Zemfir in modification A. Rean etc.;

- Cognitive component: a survey by questionnaire «Your attitude to health preservation environment», questionnaire with the aim to determine the readiness of the future teacher to create health preservation environment, interview, test, complex tasks in educational subjects etc.;

- Active-health preservation component: pedagogical observation, complex tasks in educational subjects, psychological test on diagnostics the communication and organizational skills, questionnaire survey in order to identify the student's self-assessment of their own health and its relationship to health preservation, testing according to V. Voitenko «Health Self-Esteem» etc.;

- Reflective component: pedagogical observation, testing, method «Determining the self-esteem level according to V. Ternopil'ska», questionnaire survey in order to determine the self-assessment of readiness of the future teacher to create health preservation environment at primary school etc.

## Results

The students of five higher educational establishments of Ukraine took part at the ascertaining experiment. The experimental group consisted of one hundred people.

Let us present the results of motivational component diagnosing of readiness of the future teacher to create health preservation environment. Thus we received the following answers to the question «Do you think your future profession can help you to improve the pupils' health?»: 72% of students cannot answer the question; 16% answered – «rather yes than no»; 8% – «rather no than yes»; 4% – «yes.» This shows the lack of knowledge about the forms and methods of work, which contribute to the maintenance of pupils' health

during the learning process. To the question «Are you interested in the ideas of scientists on the creation of health preservation environment at primary school?» the results were as follows: 35% of respondents said «yes rather than no»; 32% – «rather no than yes»; 28% – «cannot answer»; 5% – «yes.» Such results denote that the majority of future teachers are not interested in creating this environment. This is due to the lack of knowledge during the learning process of health preservation activity elements. Therefore, the results obtained indicate a small percentage of students' knowledge of health preservation environment and its creation at primary school.

By virtue of the received information, most of the experiment participants have an average (33,25%) and low (37,25%) level of motivation, only 22,25% of respondents have sufficient level and 7,25% – high level. This indicates that there is a percentage of students who, choosing the profession of primary school teacher, do not have a conscious approach to this choice, and don't have any knowledge of creating the health preservation environment at primary school. That's why the teachers of pedagogical universities have to organize the work concerning the students' attitude to health preservation activity and in particular, creation of health preservation environment at primary school.

Let us present the results of the questionnaire survey, which gave us an opportunity to assess the level of cognitive component formation. To the question of the application form «What do you understand by the concept health preservation environment?» we received the following answers: 33% of respondents said that it is «an environment that preserves and improves human health», 27% of students said that this is «an environment where they live and lead a healthy lifestyle», 20% of survey participants responded that it is «an environment where people go in for sports in order to preserve their health», 14% of future teachers were not able to answer this question, and only 6% of students noted that it is «a special environment that includes specific conditions aimed at preserving and strengthening the health of children and improving their physical condition». So as we can see, for the majority of future teachers this question has caused difficulties. In the next question «What, in your opinion, are the most effective means of creation the health preservation environment at primary school?», the answer must be written in percents, starting from the most important. The results were as follows: 60% – physical means; 22% – natural remedies; 10% – non-traditional means; 8% – monitoring the health of students. So, taking into consideration the students' responses, their knowledge of means used while creating health preservation environment are medium, since each of the suggested means was given a certain percentage. To the question «How would you assess the level of your capabilities for creating a health preservation environment in your future educational activity?» 19% of respondents did not answer. They admitted that their knowledge is at: low level – 27%; middle level – 28%; sufficient level – 20%, high level – 6%. In our opinion, future teachers do not adequately assess the level of their capabilities as for creating a health preservation environment in their future educational activity taking into account that they didn't have sufficient opportunity to test their knowledge during their pedagogical practice.

The conducted survey allowed us to determine the level of manifestation of the attitude of the future teacher to creation of the health preservation environment. The results were as follows: low level – 33,75%; middle level – 39,25%; sufficient level – 20,75%; high level – 6,25%. This indicates that while teaching the High School students, teachers pay little attention to preparing them for creating health preservation environment at primary school, resulting in lack of knowledge and skills to maintain and strengthen the health of pupils using different methods, means and technologies.

According to the results of the activity-health preservation component research, the level of formation of future primary school teacher, communication and organizational skills of most respondents is medium. Let us describe the results. Communication skills: low level – 24,5%; middle level – 38%, sufficient level – 22,25%; high level – 15,25%. Organizational skills: low level – 32%; middle level – 39,75%, sufficient level – 18,25%; high level – 10%. Thus, most of respondents prefer to communicate with their age mates, who know each other for a long time, do not always know how to get out of simple pedagogical situation and organize their activity.

Let us show the results of the survey in order to determine the level of self estimation of health preservation activity. To the question «Do you control the state of your own health?» the following answers were received: 26% of students answered that they constantly control their health; 34% of respondents occasionally check their health and 40% of the participants indicated that they pay attention to health only when a disease has come and explain this as the lack of health complaints and lack of time.

The next question concerned the healthy way of life, where it was necessary to specify three major items that would characterize it. The result was as such: 65% of students believe that regular physical exercises are necessary, 23% of respondents prefer proper nutrition and day regimen and only 12% of survey participants think that hygiene is a necessary component of a healthy lifestyle.

Let us present the results of testing on determination the level of self-assessment of health preservation activity. 41,75% of students showed low level. They do not understand the need for self-control and self-esteem in their activity; cannot predict failures in their work and avoid them; they have no reserves of self-improvement. 38,25% of the respondents have the middle level of self-esteem and believe that reflection is necessary in the educational activity, but they don't know how to use it; they predict some of their failures at work, but not all of them can be avoided during the work; they often take into account the comments of others; there are elements of improvement. Sufficient level was shown by 12,75% of students. In their work they partially use the self-control and evaluate their actions; can predict and prevent a lot of failures during the work; do not always take into account the comments of others; compare their knowledge level with peers. Only 7,25% of future primary school teachers had high self-esteem. This is a group of students who are always confident; constantly estimate the results of their work and correct it; use different types of self-control in their activity; can change the direction of action based on their own evaluation; know how to find reserves of self-improvement.

## Discussion

Based on the analysis of literature, the examined indices, practical activity research and generalization of the received statistical data, the students of the experimental group were divided into high, sufficient, medium and low levels according to the stages of formedness of the readiness components of the future teacher to create health preservation environment.

It was found that 31,3% respondents of the experimental group have low level of readiness to create health preservation environment at primary school, were this level is determined by immature interest or even lack of interest of future teachers to health preservation. Students do not realize the value of health, and pay no attention to their own health. At this level they do not have the knowledge and skills necessary for creation the health preservation environment at primary school and did not see the need for its creation. They have a low level of psycho-pedagogical and methodological knowledge necessary for future primary school teachers. They have no ability to reflection, resulting in low level of autonomy, self-awareness, self-improvement in health preservation activity. At this level the readiness of the future teacher to create health preservation environment is observed at the low level.

Medium level of readiness for the creation of health preservation environment was found by 37,7% of students from the experimental group. They show interest in finding ways to preserve their health, but only in certain situations. They have a low level of knowledge and skills necessary for creation health preservation environment at primary school. Ability to reflection by future teachers with medium level of readiness is at an early stage of formation. It is characterized by inability to objectively set goals for creation of health preservation environment at primary school. It means that the majority of these students are not sufficiently aware of need for self-analysis and self-improvement of their health preservation activity.

21,7% of respondents of experimental group reached the sufficient level. They have a strong interest in their own health and health preservation of pupils. They realize health as value, and the process of creation the health preservation environment at primary school as a true practical way to self-improvement and self-realization; it means that their motivation is of conscious character. Students have good knowledge and skills necessary for creation the health preservation environment. They are characterized by the ability to create health preservation environment at primary school. The reflection ability continues to develop, in particular they are willing to actively evaluate themselves in terms of both professional and personal readiness to create health preservation environment, to improve and realize themselves through analysis of their own health preservation activity.

The high level of readiness for the creation of health preservation environment was found by 9,3% of future primary school teachers. Students at this level have sustainable cognitive interest in health preservation of pupils. They are distinguished by enthusiasm in creating health preservation environment. Students have sufficient knowledge and skills necessary for creation the health preservation environment at primary school. The system of psycho-pedagogical and methodological knowledge is characterized by consistency and

consciousness. Students' knowledge and activities are creative and go beyond the sample in acquiring the experience aimed at health preservation of pupils. There is a need to find additional sources of knowledge about health preservation environment and its creation at primary school, which is evidence of complete motivation. Future teachers with high level of readiness for the creation of health preservation environment have formed self-esteem, the ability to solve educational problems independently, as well as a permanent reflection on health preservation activity.

Information about the level of readiness of the future teacher to creation the health preservation environment at primary school in the control group is given in detail in the dissertation, and almost do not differ from the experimental group.

Such results of ascertaining experiment led to the development of a system of means aimed at improving the training of future teacher to create health preservation environment at primary school. In particular, the improvement of the program and content of subjects «Physical Culture», «Principles of Valeology», «Principles of medical knowledge and health care». We consider it proper to develop and implement the special course «Principles of creation the health preservation environment at primary school». In our opinion the proposed forms of work not only enhance the level of readiness of primary school teachers to create the health preservation environment, but also improve their professional training in accordance with the objectives of the State Standards of general primary education.

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